DOCUMENT RESUME

ED 187 996 CE 025 779

TITLE	Project CHOICE: #112. A Career Unit for Grades 3 and 4. The Optometrist. (Health Occupations Career Cluster).
INSTITUTION	Kern County Superintendent of Schools, Bakersfield, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Feb 78
NOTE	46p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Career Awareness; Career Development; *Career Education; Educational Resources; Elementary Education; Grade 3; Grade 4; Instructional Materials; Learning Activities; Lesson Plans; Occupational Clusters; Occupations; *Optometry; Teaching Guides; Units of Study
IDENTIFIERS	Project CHOICE

ABSTRACT

This teaching unit, The Optometrist, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Health Occupations Career Cluster, these ten lessons introduce terminology, give background into the field of optometry and introduce other optical health related fields. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4--CE 766-789.) (MEK)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#112

A CAREER UNIT FOR GRADES 3 AND 4

THE OPTOMETRIST

(Health Occupations Career Cluster)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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February, 1978

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
Kernville Union School District
Robin Cole
Standard School District
Carol Hatcher
Beardsley School District
James Murphy
Greenfield Union School District
Dan Sawyer
Tehachapi Unified School District
Sharon Shires
Rio Bravo - Greely Union School District
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JUL 2 1 1980

Health Occupations Career Cluster

THE OPTOMETRIST

CONTENTS

	Page
FOREWORD	i
RATIONALE	1
GOALS AND PERFORMANCE OBJECTIVES	1
ENTRY LEVEL ASSESSMENT	2
EVALUATION	2
SUGGESTED INSTRUCTIONAL MATERIALS	2
COMMUNITY RESOURCES	3
INSTRUCTIONAL ACTIVITIES 1 - 10	4
TASK CARDS 1 - 17	25

Health Occupations Career Cluster

THE OPTOMETRIST

RATIONALE

Most children have taken an eye test at some time or visited the optometrist, and met people who work in the optometrist's office. Children should realize the importance of good eye care and of having regular eye check ups. In this unit children will become aware of the responsibilities of an optometrist and those who work with an optometrist. The activities are designed to promote good eye care, introduce terminology, and basic eye physiology, give background into the field of optometry and introduce other optical health related fields.

GOALS

Through this unit, the students will:

- -Become aware of the service provided by an optometrist and the job responsibilities.
- -Become aware of the special training an optometrist needs and the equipment needed in an optometrist's office.
- -Become aware of the job opportunities in an optometrist's office involving specialized skills.
- -Acquire an understanding of the relationship between education skills and those skills needed to work in an optometrist's office.
- -Gain an understanding of the needs for practicing good eye health.

PERFORMANCE OBJECTIVES

By the end of this unit, the students will be able to:

- -List 4 job responsibilities of an optometrist and briefly describe each one.
- -List 4 different types of equipment used by an optometrist.
- -Relate educational skills to skills used on the job for each worker in the optometrist's office.
- -Describe what is meant by practicing good eye health or care and tell why it is important.

-Tell what training is necessary to become an optometrist.

-Tell three reasons a person might need the services of an optometrist.

ENTRY LEVEL ASSESSMENT

Use this informal inventory to determine class awareness of the field of optometry.

1. Who has ever visited an optometrist? Can you tell me what an optometrist does?

2. What skills are necessary to become an optometrist?

3. What services does an optometrist offer?

4. How many other people work in an optometrist's office? What do they do?

5. What special equipment is used by an optometrist?

6. What is meant by practicing good eye health? Why is it important?

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials may be used in this unit if available.

-Films, filmstrips as listed.
-Eye Chart.
-Telephone, telephone directory.
-Permission slips.
-A variety of art materials.
-Task cards.
-Tapes and tape recorder.
-Film projector, filmstrip projector.

Films:

Optical Illusions
Our Wonderful Eyes and Their Care

Filmstrips:

Helping People to See
You and Your Eyes

Book:

The How and Why Wonder Book of Light and Color

AVAILABLE IN INSTRUCTIONAL RESOURCE CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations).

Films:	MD	1012	Eye (Nystrom)
	MD	1013	Eye and Case
	MP	2292	Eyes and Seeing
	MP	1015	Eyes Have It or Do They?
	MP	3934	You and Your Eyes
	MP	3906	See Better - Healthy Eyes

COMMUNITY RESOURCES

The following persons may be used as resources in this unit:

Local optometrist's office.

School nurse.

Parents.

Dr. Fred Shorr; optometrist; 2525 H Street; 322-2035; Bakersfield.

Kern County Health Department; 2700 Flower; 861-3621; Mr. Sunny Lee; Bakersfield. Willing to show a slide program with Health Dept. personnel in action. Also will provide other films of interest.

Information Sheet

Optometrist: A doctor of optometry (O.D.) specializing in detecting defects of vision and treating them with corrective lenses and training. They may not prescribe medicine or perform surgery.

Opthalmologist: A doctor of medicine (M.D.) licensed to practice medicine and surgery who specializes in the diagnosis and treatment of diseases and defects of the eye by prescribing medicines, corrective lenses, and other types of treatment, including surgery.

Optician: Fits, adjusts and dispenses lenses, spectacles, eyeglasses, and other optical devices on the written prescription of an ophthalmologist or optometrist. Also helps customers choose frames for new glasses. Then checks to see that the frames fit their customers correctly.

Optical Mechanic: Make lenses for eyeglasses. They use special grinding tools and polishes in their job. They work in optical shops or laboratories where glasses are made.

INSTRUCTIONAL STRATEGY: LESSONS 1-10

Lesson 1

PURPOSE

To familiarize the students with the various health fields and the specialists who provide us with health care. To focus on the field of eye care, and the specialists therein, especially the optometrist.

MATERIALS

1. Invite speaker from Kern County Health Dept. to show film on careers related to Health.
2. Film projector.
3. Felt pens.
4. Paper, pencil.
5. Entry Level Assessment.
6. Task Cards 13, 14, and 16.
7. Butcher paper, 12 x 24 colored paper for folders.

INTRODUCTION

Say: "Today we are going to look into the fields of Health. We will see a film that tells us about the Health Careers possible for you and then we'll look at what these careers provide for us."

CLASS ACTIVITIES

1. View film and discuss film.
2. List on chart paper all the fields of Health the class can name.
3. Next to the field, have the children name the doctor or specialist who provides the care.
4. Have a discussion to take Entry Level Assessment (if desired, tape assessment for use at end of unit).

SUMMARY

Summarize the film and chart information.

Lesson 2

PURPOSE

To identify the optometrist's role in the health field. To list the services optometrists offer the community.

MATERIALS

1. Information Sheet #1, next page, dittoed, one copy per student.
2. Suggested films: You and Your Eyes 3934
   See Better - Healthy Eyes 3906
   (Available in Instructional Resource Center, Superintendent of Schools).
3. Film projector.
4. 12 x 10 manila paper.
5. Pencils, crayons, or felt pens.
6. Task Cards 15 and 18.

INTRODUCTION

Say: "Today we will look into a particular field of health, that of Optometry. We will discover who provides the services in Optometry and how these persons help us."

CLASS ACTIVITIES

1. Introduce and view film.
2. Discuss film.
3. Distribute Information Sheet #1.
4. Discussion based on personal experience at an optometrist's office.
5. Do task cards.

SUMMARY

1. Summarize the services provided by an optometrist.
2. Reports from students using task cards.

Information Sheet #1

Optometry is the science developed to treat and correct healthy eyes. The professional who provides these services is called an optometrist (O.D.) The optometrist is not a medical doctor but a specialist who continues to study after four years of college to master the field of optometry. The optometrist cares for healthy eyes by testing the vision of his patients to determine how clearly they see, prescribing corrective lens, if necessary, instructing the patient in exercises developed to strengthen weakened eye muscles, fitting glasses and contact lens and informing the public of the need for good eye care and eye safety.

In order to provide these services, the optometrist must develop certain skills. A strong background in the sciences, especially Physics is needed. The optometrist must like working with and meeting people, especially young children who often need the services of the optometrist to correct or strengthen their vision.

Lesson 3

PURPOSE

To determine the academic and social skills an optometrist has acquired in order to provide services.

MATERIALS

1. List of role playing activities, next page.
2. Task Cards 14, 16 , and 18.

INTRODUCTION

Say: "In our lesson today we will find the skills an optometrist must use every day in order to have successful practice."

CLASS ACTIVITIES

1. Drawing from the discussion the previous day, write the services an optometrist provides on the blackboard.
2. List the fields of study he must have knowledge of in order to fit lens and give exercises.
3. Conclude from these lists the academic skills needed (Grammar, Reading, Writing, Math, Physics).
4. Discuss roleplaying techniques.
5. Have children "act out" each situation.

SUMMARY

1. Reports from students using task cards.
2. Discuss feelings about role-playing.

Role Playing Activities
(For use with Lesson 3).

1. Optometrist interviewing 3 people who would like to be the office receptionist. Determine who is the most qualified. Inform them of who was hired, who was not and why.

2. Optometrist soothing fears of a young child who comes in for his first vision test and is afraid of the examining chair and refractor.

3. An elderly lady needs bifocals but does not want to wear glasses. Since you are the optometrist convince her of the need for good vision.

4. A nearby elementary school invites you to speak to their student body about eye safety rules. Give a short speech, listing the reasons for eye safety.

5. The optometrist has just determined that a young child must wear glasses. The optometrist uses special skills to help the child select the frames. The frames must look good to the customer and the cost must be within the family budget.

Lesson 4

PURPOSE

To give the children an introduction to the basic principles of light and color, as related to the special training required to be an optometrist.

MATERIALS

1. Book: The How and Why Wonder Book of Light and Color.
2. Prism, next page.
3. Vision color chart, following pages.

INTRODUCTION

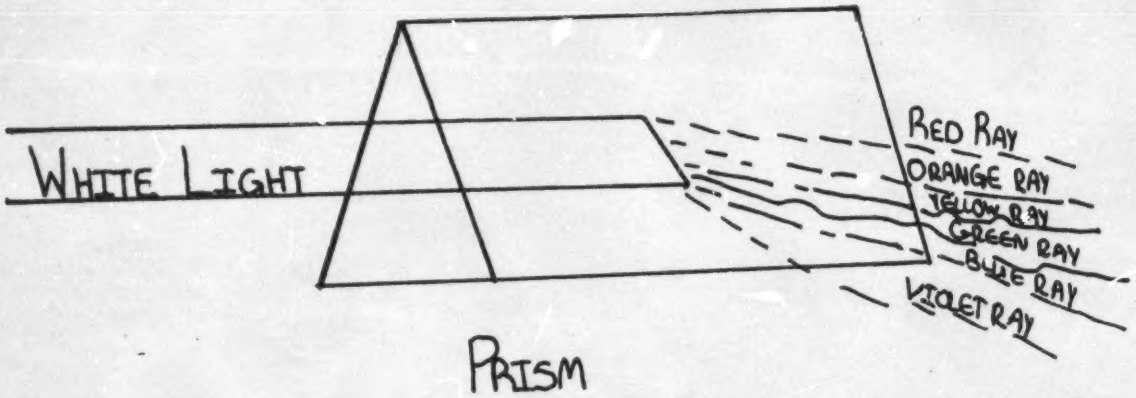
Say: "An optometrist must know a lot about light and color. He must know how light and color affect our sight and how they may be adapted to improve our sight. An optometrist must also know the structure of our healthy eyes, what they call physiology. If an optometrist knows how healthy eyes look, if ours seem any different the problem can quickly be determined. I have several information sheets for you. Let's read and talk about each one as I pass them out."

CLASS ACTIVITIES

1. Read over each of the student information sheets. (Prism and vision color chart) and discuss.
2. Use Task Cards 4, 8, and 12.

SUMMARY

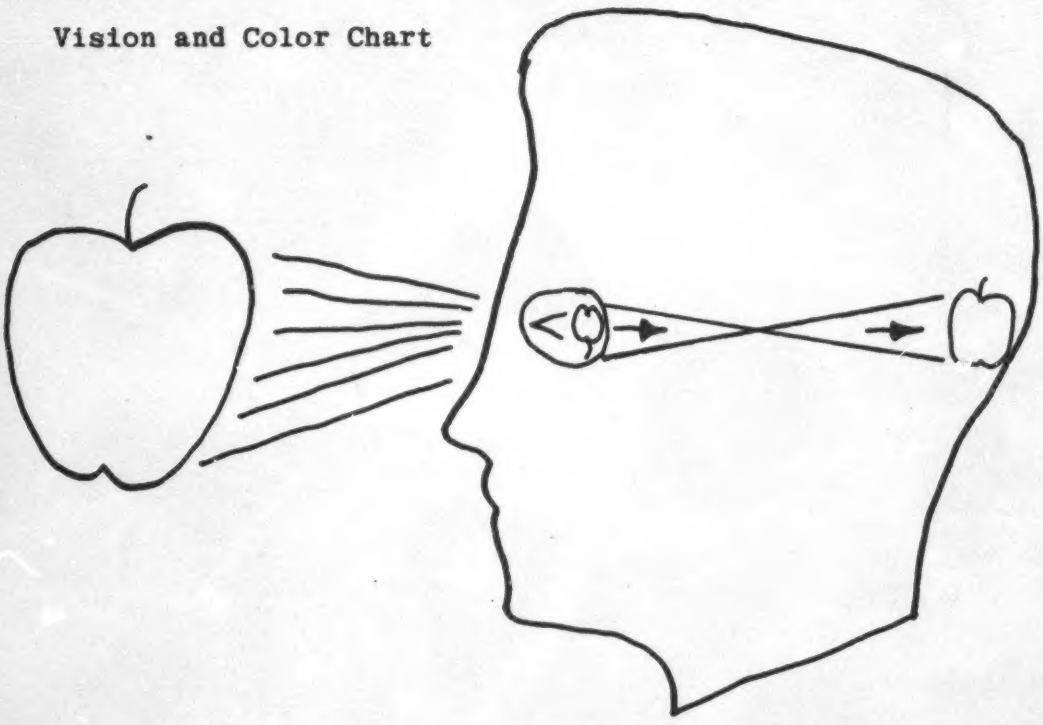
1. Review learning from information sheets.
2. Reports from students using task cards.



A scientist named Isaac Newton did experiments with color. Optiks was published in 1704 as a result of the experiments. Newton placed a prism in front of some sunlight coming through a small opening into a dark room. Using a white screen he was able to see a band of color he called a 'spectrum'.

The red rays were bent least because they were the longest and the violet rays were bent most because they were shortest. White light, like sunlight, is a mixture of light rays of all colors said Newton. A prism separates and spreads the colors out. It is possible also to use an inverted prism and combine the spectrum (colors) into white light again.

Vision and Color Chart



An apple looks red if you are looking at it in plenty of light. If the light is dim the apple will appear dark or even black. The sight-receiving cells in the retina that 'see' the color are the cones and the cones are useless in dim light.

Many animals and some people have cones which are able to see small details but cannot recognize all colors. These animals and people are said to be color blind.

The shortest wave lengths the eye can see gives us the impression of violet. When the wave length increases the color will change to blue, to green, yellow, orange and then to red.

16

Lesson 5

PURPOSE

To expose the children to the study of the eye and relate it to the knowledge each optometrist must have.

MATERIALS

1. Dittoed copy of the physiology of the eye, next pages.
2. Suggested films: Eyes and Seeing 2292; Eyes Have It or Do They? 1015; Eye and Case 1013 (Available in Instructional Resource Center, Superintendent of Schools).
3. Film projector.

INTRODUCTION

Say: "The eye is an organ of the body whose function is to provide sight. We rely more on our sight than any of the other senses. To understand how our eyes work, we must learn about how each part functions to enable us to see."

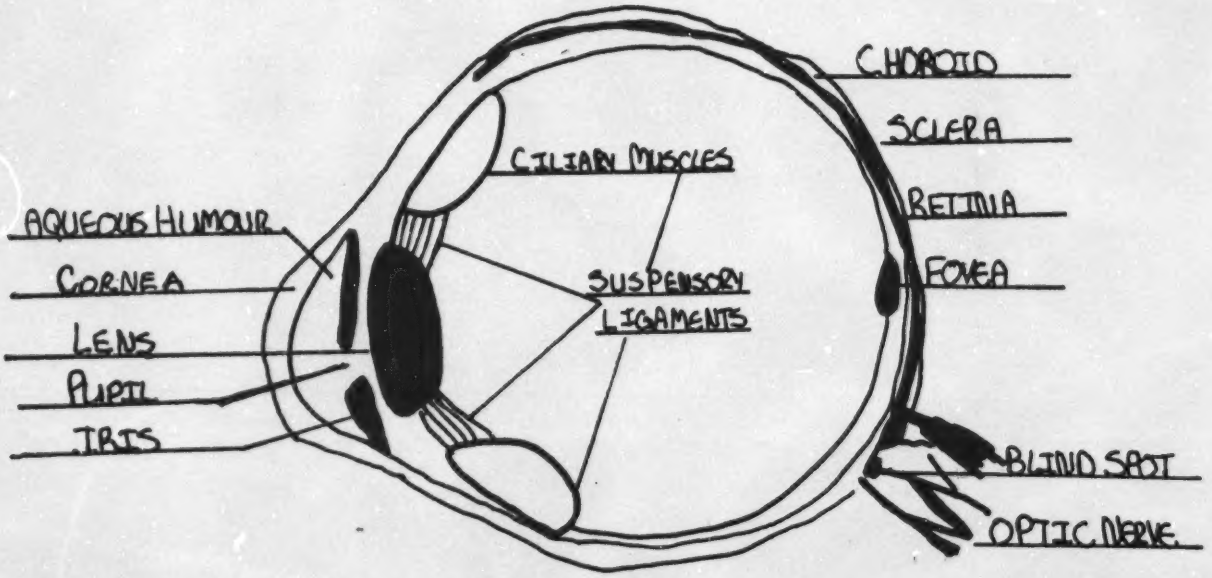
CLASS ACTIVITIES

1. View and discuss film.
2. Read and discuss student information sheet.
3. Have children draw and label the parts of the eye, while they discuss its function.
4. Use Task Cards 1, 5, and 12.

SUMMARY

1. Review learning from student information sheets.
2. Distribute the Blind Spot experiment (see page 16) so that the children can help their parents, brothers and sisters have the experience with their blind spot.
3. Review film.
4. Reports from students using task cards.

Horizontal View Of Right Eye



Light enters the eye through a small opening. The light rays are bent by the lens and a picture is formed. The picture is stored in the mind.

The eye sits on a pad of soft fatty tissue inside a socket in the head. The eyeball keeps its shape by creating pressure inside itself which is equal to the pressure of the tissue around it. The tough outside layer called the sclera helps keep the shape. The choroid layer contains blood vessels which supply the oxygen and food carried by the blood.

The retina, the inside layer contains nerve cells which receive the picture and send it to the sight center of the brain by way of the optic nerve.

The front of the eye becomes the transparent cornea which protects the eye from injury. The chamber behind the cornea is filled with a watery solution called aqueous humour.

The iris describes the color that we call eyes. The iris changes size. In dim light the iris becomes smaller, making the hole or pupil in the center large. In bright light the iris becomes large and the pupil becomes very small. This protects the retina from too much light.

THE BLIND SPOT

Every eye has a blind spot. The nerves to the brain combine to form a large cable, called the optic nerve. This nerve leaves the retina through a hole near the fovea. The absence of light receiving cells creates a blind spot.

Find your blind spot. Close your left eye and hold 2 pencils with eraser tops in front of your right eye. Keep your eye still and in focus on one of the erasers. Move the other eraser to the right. That eraser will disappear from sight for a time and then reappear further to the right.

20

Lesson 6

PURPOSE

To help children become aware and gain a better understanding of the need for practicing good eye health and eye safety.

MATERIALS

1. Vision chart.
2. School nurse.
3. Eye Safety Rules, next page.
4. Task Cards 5, 6, and 9.

INTRODUCTION

Say: "We practice safety rules at school, home and in the neighborhood. We often think about physical harm that could be caused if we neglect an important safety rule. Optometrists tell us that eye health and proper eye care is important and that eye safety rules are necessary. Let's list many that we've heard (list rules on the chalkboard or the children give them). I've planned that we will visit the school nurse. We will discuss eye safety and eye care. I've asked that I be given a vision test so that we can see what is meant by vision screening and find out why that is an important function of the school nurse. We'll also want to know what happens to the information that is gained."

CLASS ACTIVITIES

1. Discuss and list eye care and eye safety rules.
2. Visit the school nurse.
3. Vision test for the teacher.
4. Task cards.
5. Write a thank you note to the school nurse.

SUMMARY

1. Summarize the rules, adding to the eye safety handout if necessary.
2. Reports from students using task cards.
3. Summarize visit to the nurse.
4. Deliver thank you notes.

Eye Safety Rules:

1. Do not rub your eyes.
2. Never throw objects - spit balls, paper airplanes, sand.
3. Be careful when using sharp objects. Always hold the sharp part away from you.
4. Never run with a sharp object in your hand. There is a chance, if you fall, of having the sharp object damage your eye.
5. If working with chemicals, or fine powdery substances which may irritate your eye, wear protective goggles.
6.
7.
8.
9.
10.

Lesson 7

PURPOSE

To lead children to an understanding of the tools an optometrist uses to examine our vision and determine how well we see.

MATERIALS

1. Telephone.
2. Telephone directory,
   or
   Guest Speaker.
3. Task Cards 10 through 12.
4. Interview sheet, next page.

INTRODUCTION

Say: "Today we will learn more about an optometrist's work and the tools that are necessary for a proper eye examination. I'd like to introduce _____ an optometrist in our community."
Or say: "We'll make a telephone call to an optometrist in our community. We will use the questions on the interview sheet to find out about an optometrist's work."

CLASS ACTIVITIES

1. Listen to guest speaker,
   or
   Interview optometrist by telephone.
2. Task cards.
3. Write thank you notes.

SUMMARY

1. Use the interview sheet to summarize the information gained.
2. Reports from students using task cards.
3. Mail thank you notes.

Interview Sheet

1. How many people work in an optometrist's office?

2. How are the responsibilities shared or separated?

3. What are the services an optometrist performs?

4. What tools are most often used?

5. Why do some optometrists have music in their offices?

6. How many years does an optometrist have to go to school and train before beginning to work?

7. What basic rules do you suggest for us to remember to practice good eye care?

8. What school learned skills are necessary in order to do the job well?

24

Lesson 8

PURPOSE

To introduce the students to the people who help the optometrist in his work.

MATERIALS

1. Interview sheet, page 20.
2. Worker Wheel, page 22.
3. Task cards.

INTRODUCTION

Say: "Have you ever been to an optometrist's office? When you arrived at the office who did you see first? What did that person do? Did you notice anyone else working in the office? Let's fill out the Worker Wheel. We can use the information we gained from our guest speaker."

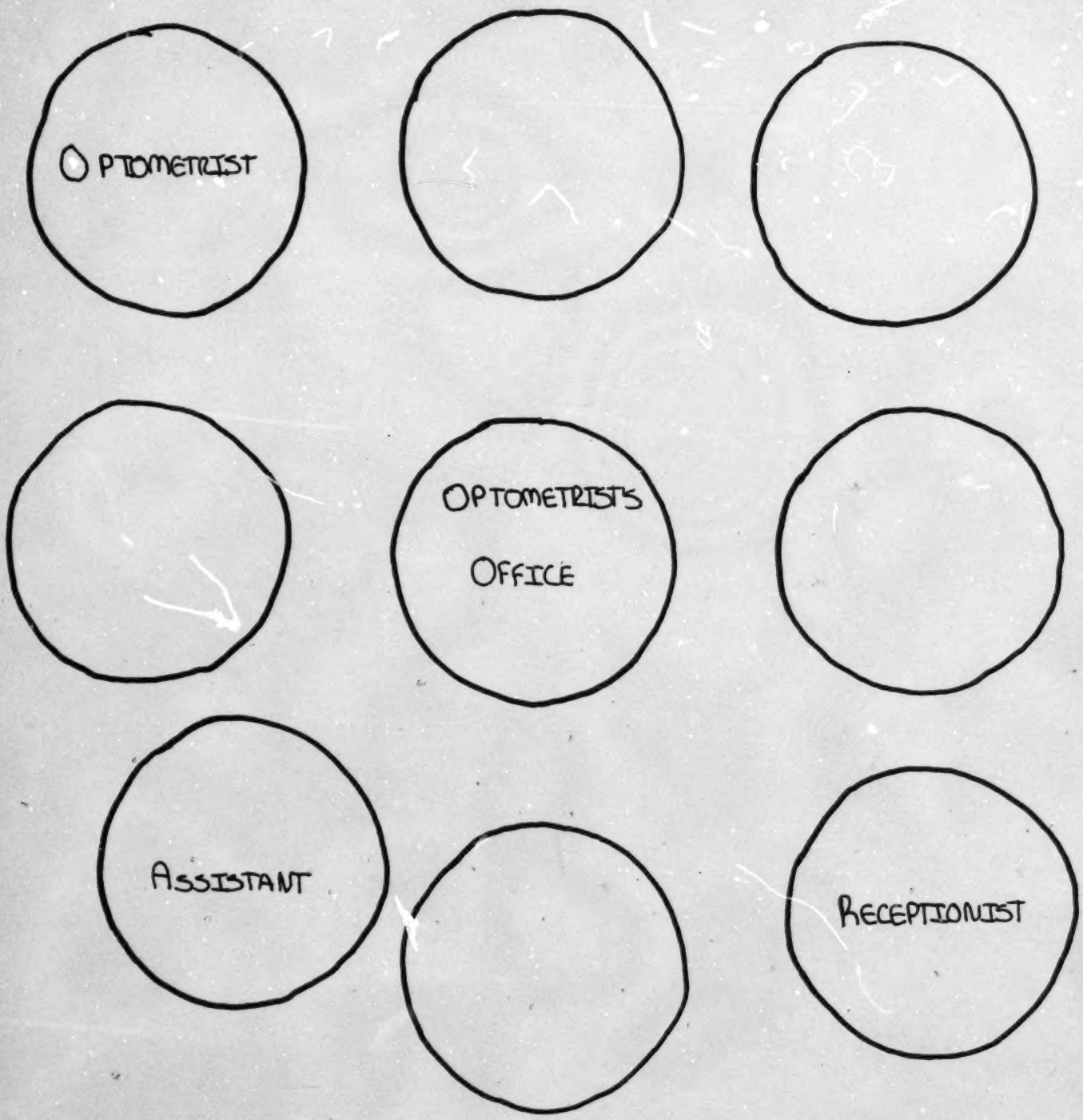
CLASS ACTIVITIES

1. Fill out Worker Wheel.
2. Task cards.

SUMMARY

1. Review Worker Wheel.
2. Individual reports from students using task cards.

WORKER WHEEL



Complete the Worker Wheel. Optometrist's offices vary in the type of workers involved as well as the number of workers involved. Most optometrist's offices include a receptionist, an optometrist, and an assistant.

26

Lesson 9

PURPOSE

To acquaint students with an optometrist's office, the people who help him and the tools he uses.

MATERIALS

The teacher should arrange for a field trip to the office of an optometrist near the school. Discuss with the optometrist the purpose of your trip, the number of children coming and the time available. Send permission slips home with the students.

INTRODUCTION

Say: "Today we will be visiting the office of Dr. _____, the optometrist. Be observant as you are shown the different parts of the office, and meet the people with whom the optometrist works. Think of questions you would like to ask the optometrist about his work."

CLASS ACTIVITIES

1. Trip to the optometrist's office.
2. Possible question and answer period with the optometrist following the visit.

SUMMARY

1. Discuss with the children the benefit of seeing the optometrist's office.
2. Have students write thank you notes to the optometrist thanking him/her for the visit and mentioning at least one new thing they learned.

The interview sheet, page 20 may serve as a guide for questions the children may like to ask the optometrist.

Lesson 10

PURPOSE

To help children understand their growing awareness of the optometrist's office and the worker's responsibilities.

MATERIALS

1. Tape from pre-test.
2. Entry Level Assessment.
3. Tape recorder, tape.
4. All task cards.

INTRODUCTION

Say: "Today we will find out how much we've learned about the optometrist. Let's listen to the tape we made before we began our unit. Then we'll make a new tape and find out how much more we know now."

CLASS ACTIVITIES

1. Listen to the pre-test tape.
2. Make a post-test tape.
3. Free use of task cards.

SUMMARY

The children should feel free to discuss what has been learned about the work of an optometrist and what they liked or disliked about the unit.

VOCABULARY

Common Vision Defects:

Myopia: "nearsightedness" objects close at hand are seen more clearly than objects at a distance.

Hyperopia: "farsightedness" distant objects are seen more clearly than those close at hand.

Astigmatism: objects at all distances are slightly out of focus.

Diplopia: "double vision" an object being viewed may appear to be more than one, or a series of objects.

Strabismus: "crossed eyes"

Amblyopia: "lazy eye" one eye is favored over the other, causing the muscles in the second eye to weaken.

Snellen Chart: "the big E" eye chart measures sharpness of vision at different distances.

CORRECT VISION

You need:

1. magazines, comics
2. scissors, paste
3. manila paper, 12 x 18

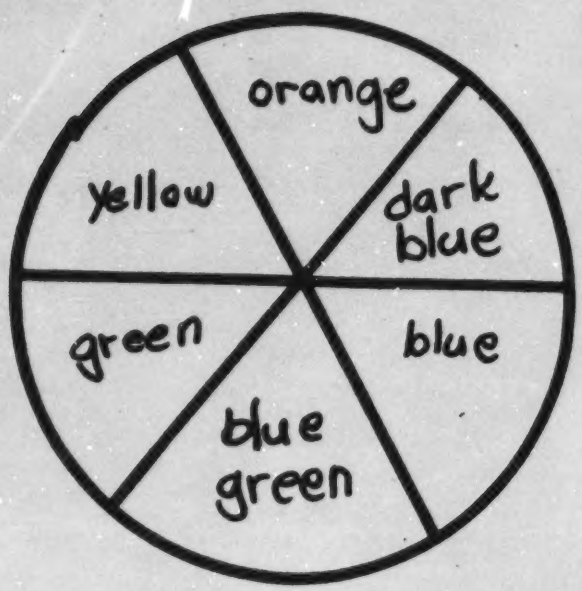
Many people realize the importance of wearing glasses to correct their vision. Look through magazines, newspapers, and comics. Cut out as many pictures of people wearing glasses as you can. Arrange these pictures on your paper to make an interesting collage. When finished hang your collage on the bulletin board.

THE EYES TELL ABOUT FEELINGS!

You need:

1. comics
2. scissors, paste
3. manila paper, 12 x 18

Our eyes, not only provide us with our most useful of the five senses, but they also express many times how a person feels. Look carefully through the Sunday comics or comic books and draw on your paper eyes that look happy, excited, afraid, scared, surprised, shy, and sleepy. Think of some other feelings your eyes express and draw them too.



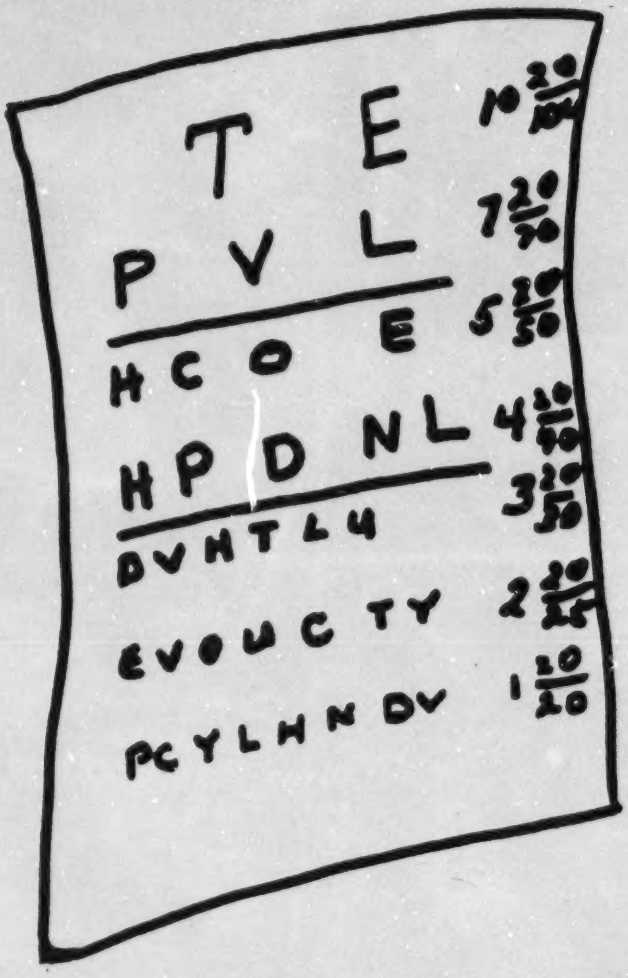
COLOR WHEEL

You need:

1. a circle of tagboard, 3-4 inches in diameter
2. crayons, felt pens
3. small nail
4. hand drill (one is usually available from your custodian)

Cut out your circle and divide into 6 parts as shown on this task card. Use crayons or felt pens to fill in colors as shown. Place the nail through the center of the wheel, gluing it in place. When the glue dries thoroughly, set the nail in the hand drill and turn quickly. Experiment with how fast you will have to turn the drill. When you reach the right speed, all the colors will blend together and it will seem as if the circle on the end of the drill is white. Share your ideas as to why this occurs.

TASK CARD 4



READ THE CHART PLEASE!

You need:

1. paper
2. pencil

There are many jobs which require the worker to have his eyes checked every now and then to make sure their vision is accurate. Many times adults and children have to take eye tests. Adults often take eye tests to obtain a job or a driver's license. Write a paragraph describing three jobs you can think of which require an eye test. If you can think of more than three, list them under your paragraph.

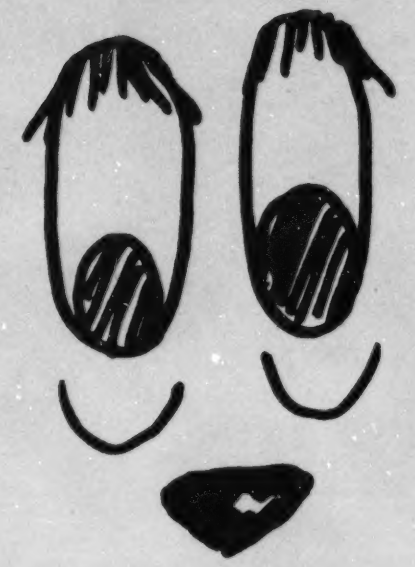
EYE SAFETY

You need:

1. paper
2. pencil
3. book on eye care from the school library

An optometrist feels that promoting eye safety is one of his/her most important duties. Just as your mother and father might warn you not to put something in your ears, your optometrist has several warnings about caring for your eyes.

Pretend you are an optometrist and have been asked to speak to a class of school children about eye safety. Write a short speech outlining Eye Safety Rules.

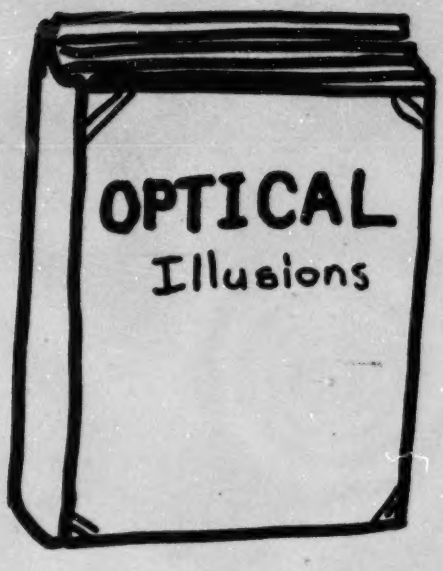


KEEN EYESIGHT

You need:

1. book on animals and how they see
2. paper
3. pencils
4. crayons

Many animals have better vision than human beings. Do some research on "How Animals See". Write a short report about an animal who has very keen eyesight. Describe how the animals depend on their eyes to survive. Draw a picture of the animal to go along with your report.

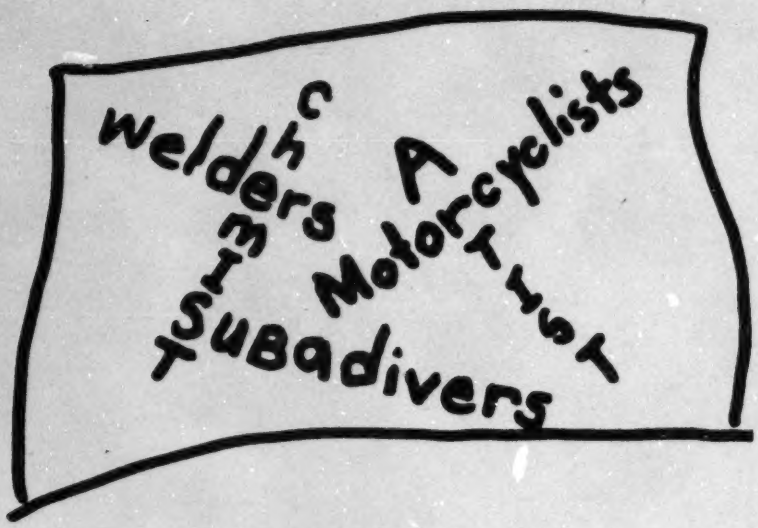


OPTICAL ILLUSIONS

You need:

1. book: Experimenting with Optical Illusions
2. 8 x 12 manila paper
3. you may want to use the encyclopedia for your report

Skim through the book. Take 2 or 3 experiments you find to be the most interesting, create posters to share with the class. Discuss with your classmates what "optical illusion" means and how our eyes sometimes play tricks on us.



PROTECT YOUR EYES

You need:

1. construction paper
2. felt pens or crayons

Many workers agree with optometrists that it is very important to protect our eyes from damage. These people use certain objects, while working, to protect their eyes. Using your imagination draw a colorful poster of a person at work who is wearing something to protect his/her eyes. Think of what welders, scuba divers, motorcyclists, chemists, or artists might use.

EYE HELPERS

You need:

1. manila paper
2. pencil, crayons
3. books (telescopes, microscopes, binoculars)

Eyes of human beings do not see as sharply as animals or as far. However, people have learned how to improve their eyesight with certain aids. For example, a person seeing things a little fuzzy wears glasses to correct vision. Some people wear things over their eyes or look through things to help them see better. Draw a picture and label as many eye helpers as you can think of. Keep in mind things we use to see close up, far away, tiny objects, things we look at underwater, or at night.

MAGIC GLASSES

You need:

1. your wildest imagination
2. paper
3. pencil
4. manila paper, 12 x 8

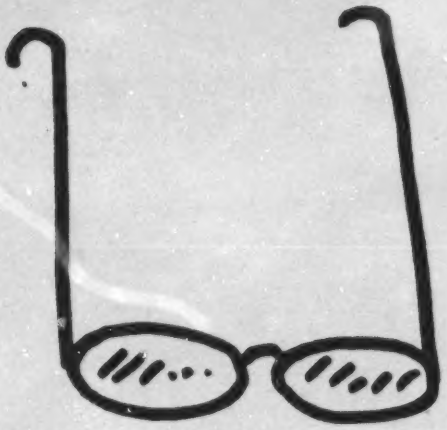
Draw a pair of "magic glasses" on your paper. Make them big enough to really fit your head. Cut them out and put them on. Now close your eyes, blink 3 times, open your eyes wide and write a story telling of the fantastic place you can see through your "magic glasses".

WONDERFUL EYES

You need:

1. book: Our Wonderful Eyes, Perry
   or
   an encyclopedia
2. paper
3. pencil

Since our eyes are so important to us, nature has provided many ways for the body to protect our eyes. Read the book. Write a paragraph describing the parts of the face which help to protect our eyes. You may want to use the encyclopedia for your report.



MY CAREER IDEAS

You need:

1. paper, lined and construction
2. pencil

Make a notebook. Call it My Career Ideas. Divide it into four parts: My School Career, My Home Jobs, My Leisure Time, and Careers in Optometry. Illustrate the pages and write a brief description of the work activities. Think about chores assigned at home and why they should be well done. Think about the personal satisfaction of accomplishing school work assignments. Think about how you best like to spend leisure time. Think about what it might be like to be an optometrist. Do you see how home and school jobs are related to "real work"?

IT TAKES MONEY TO MAKE MONEY

You need:

1. pencil
2. paper
3. crayons

Most people think of getting a job as making money. They do not think about how much money it costs to get a job. Write down the cost of becoming an Optometrist (education, car, clothes, uniforms, equipment, tools). Itemize costs the best way you can.

12

LOOK AND LISTEN

You need:

1. pencil
2. 12 x 18 construction paper
3. magazines and newspapers
4. T.V. and radio
5. crayons or felt pens

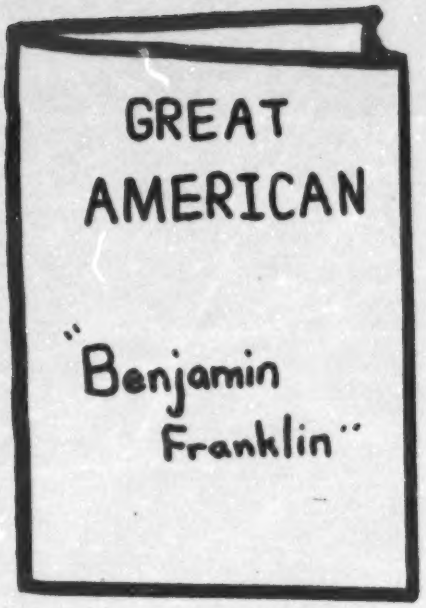
We need to become aware of the presence of Optometrists in our society. Let's think about different ways the occupation is presented (mentioned in comics, in newspapers, television series, want ads, advertisements for contact lenses, etc.). Cut out these examples and arrange them on a sheet of construction paper. Title your paper, How We Hear About Optometrists.

SEARCH THE YELLOW PAGES!

You need:

1. telephone book
2. paper
3. pencil

Make a grid of the city. Use the yellow pages of the telephone book to pinpoint locations of optometrists' offices. How do you feel about employment opportunities as optometrist in this city? Where would you put your office?



GREAT AMERICAN

You need:

1. book on Benjamin Franklin or an encyclopedia
2. pencil
3. paper
4. crayons

Benjamin Franklin, we know, was a very important figure in American History. He was a famous inventor and discoverer. He discovered electricity and invented the Franklin stove. He also invented a very special pair of glasses that are still in use today. Read about Ben Franklin and write a paragraph telling about his contribution to the field of Optometry. You may want to illustrate the Ben Franklin glasses.

OPTOMETRIST'S EDUCATION

You need:

1. paper
2. pencil
3. telephone directory

The Optometrist is a person who has received many years of training in order to treat and correct the vision of our eyes.

The Optometrist has the title of doctor of optometry (O.D.). He/she must attend a special college of optometry after graduation from a four year college with a degree in a health related field. A firm background in Anatomy, Chemistry, and Physics is necessary.

An Optometrist treats healthy eyes and does not prescribe medicine or perform surgery.

Check the telephone directory for the address of an optometrist. Write a letter asking for information concerning continuation of his/her education once he/she is practicing his/her profession of optometry.